



SW 511/521 - Interpersonal Practice with Individuals, Families and Small Groups

Fall 2017

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Required Text:

Hepworth, D. H., & Larsen, J. A. (2015). *Direct social work practice: Theory and skills* (10th ed.). Pacific Grove, CA: Brooks/Cole.

COURSE DESCRIPTION

This course presents foundation knowledge and skills essential to interpersonal practice with children, youth and their families while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, social justice, and social change issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation SWPS and HBSE courses. The student's field experience and future practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice.

COURSE CONTENT

Students will learn various social work roles (e.g. counselor/therapist, group facilitator, mediator, broker, advocate and resource planner), recognizing that these roles must be based on an awareness of cause and effect and on the adherence to social work values and ethics. **Students will understand the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Students will also learn how self-awareness and the conscious use of self affect the helping relationship.**

In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) will be presented with attention to how they are applied to work with individuals, families, and

small groups. Students will learn to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability) as well as situational and environmental factors relevant to the client's social functioning. Students will understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. Students will learn the importance of evaluating methods of change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice. Various prevention, treatment, and rehabilitation models will be covered as well as various IP skills. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation, treatment interventions, and termination.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- (1) Describe ecological-systems, bio-psycho-social, problem solving, structural, and pathology versus strengths based frameworks in practice with individuals, families, and small groups AND critique the strengths and weakness of these various frameworks.
- (2) Recognize the impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by:
 - (a) demonstrating self-awareness about how their attributes and life experiences impact on their capacity to relate to others with different personal attributes and life experiences.
 - (b) describe how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions.
- (3) Carry out the roles of advocate, broker, counselor/therapist, group facilitator, and resource developer and assess the appropriateness of these roles in context.
- (4) Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical thinking, case recording, and contracting.
- (5) Conduct culturally sensitive interpersonal practice by:
 - (a) engaging diverse client systems
 - (b) employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition
 - (c) articulating treatment and prevention goals, developing measurable treatment and prevention objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients.
 - (d) implementing treatment protocols consistent with treatment plans and sensitive to clients' situations
 - (e) recognizing basic termination issues that pertain to interpersonal practice.
- (6) Operationalize the NASW code of ethics and recognize value dilemmas that emerge in interpersonal practice.

Links to CSWE Practice Behaviors:

Practice Behavior 3

- Apply critical thinking to inform and communicate professional judgments

- o Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- o Demonstrate effective oral and written communication
- o Analyze models of assessment, prevention, and intervention

Practice Behavior 4

- Engage diversity and difference in practice
 - o Recognize and communicate understanding of the importance of difference in shaping life experiences
 - o Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Practice Behavior 7

- Apply knowledge of human behavior and the social environment
 - o Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
 - o Critique and apply knowledge to understand person and environment

Practice Behavior 10

- Engage, assess, intervene and evaluate...
 - o Use empathy and other interpersonal skills
 - o Collect, organize and interpret client data
 - o Select appropriate intervention strategies

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

- (1) Multiculturalism and Diversity will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics will explore how the differences between worker and client impact and shape these critical dimensions of social work practice. **Critical consciousness about power imbalances between children and their broader systems, children/client and interventionist and between client and agency will also be explored.**
- (2) Social Justice and Social Change will be central to the topic of various roles assumed by social workers and in clienthood. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change will be embedded in person in the environment (PIE) ecological assessment, and in the experience of applicants as they enter social agencies. These themes will be integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.
- (3) Promotion, Prevention, Treatment, and Rehabilitation will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

- (4) Behavioral and Social Science Research will be presented in this course to support practice methods, skills and assessment procedures. Planning, decision-making and intervention procedures will be directly borrowed from the behavioral and social sciences.

RELATIONSHIP OF THE COURSE TO ETHICS AND VALUES

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

ACCOMMODATIONS

If you need or desire an accommodation for a disability, please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

COURSE REQUIREMENTS

- (1) Class Participation (10 points); absences will lower your grade since:
- (a) Some material considered essential to the objectives of the course will only be presented in class;
 - (b) The application of key concepts and student co-learning requires participation in class discussions and exercises.
 - (c) Predictability, reliability and consistency are core to any strong relationship... "being there" is incredibly important to clients, so it is important in this class
 - (d) Attendance means participating and attending to others. Using computers or mobile devices to text, shop, Facebook, etc. will significantly reduce your attendance points. Unless you have a family emergency, (and please speak to me about it ahead of time) please put your phones away.
 - (e) Grades will be lowered by 5% for every session missed past 2 sessions. If emergencies have arisen during the course of the semester, please discuss individually with me.

Safety & Emergency Preparedness:

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom. Each SSW classroom is equipped with door locks. Pressing the button, located on the door handle, to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADA_compliance@umich.edu.
Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at: <http://www.dpss.umich.edu/emergency-management/alert/>.

Report a hate crime or bias-related incident at: <https://expectrespect.umich.edu/topic/report-incident>

WEEKLY READING ASSIGNMENTS

All readings, besides those found in the required or optional text, can be found on Canvas in the "Files" section

September 11 – Class 1 (M) Values and Themes that Guide the Practice of Social Work

Readings:

- Text, Chapters 1-4

September 11 – Class 2 (A) Common Elements of Effective Practice

Readings:

- Text, Chapters 5-6

Recommended (on CANVAS)

Seligman - Why How You Feel Matters, pp. 1- 6

Rubin - Chapter 1: Doing Therapy, pp. 1 -15.

September 18 - Class 3 (M)
Assessment - Domains of Assessment and the DSM

Readings:

- An Integrated Skills Assessment Approach
- Text, Chapters 7-8
- Peruse the DSM <http://www.psychiatryonline.com.proxy.lib.umich.edu/>
You will need to sign in on the library website if you try to access the link when you are off-campus.

11:45 - meet with ALL classes to discuss client development

September 18 – Class 4 (A)

Assessment: Honoring Culture/Honoring Strengths

Assignments (for Class 6):

Fill out the AAI/LifeScript form, the DSM adult “Cross Cutting Symptom Measure” and the Gotham Character Development Worksheet for next week - these will not be turned in but will be utilized in the writing of your “character development” paper. These forms can be found in the Files section of the CANVAS site for Class 6.

Readings:

- Strengthening the DSM: Incorporating Resilience and Cultural Competence
- Asking Patients Questions about Sexual Orientation and Gender Identity in Clinical Settings, The Fenway Institute

September 25 - Class 5 (M)

Assessment: Risk, Suicide and Domestic Violence Rich Tolman

Readings:

Text. Chapter 9

September 25 – Class 6 (A)

Developing Your Client Character I

Assignments:

Coming to class with the AAI/LifeScript form, the DSM adult "Cross Cutting Symptom Measure," and the Gotham Character Development Worksheet filled out for your client character

Readings:

- Improvisation and the Theater, Johnstone, Chapter 1
- Improvisation and the Theater, Johnstone, Chapter 2

October 2 - Class 7 (M)

Developing your Client Character II

Please come ready with your snapshots and precipitating event

October 2 - Class 8 (A)

Attachment and Human Development

Julie Ribaldo presents

(Scott doing Character Development 1 with Julie Ribaldo's class)

Readings:

- Davies, D. (2004). Attachment as a context of development. In Douglas Davies, Child development: A practitioner's guide (pp.7-38). 2d ed. New York: The Guilford Press.
- Slade, Imagining Fear: Attachment, Threat, and Psychic Experience
- Sroufe, Attachment Research in Urban and Rural Mexico

October 9 - Class 9 (M)

Multicultural Practice/Preparing for the Practitioner Role

Readings:

- How Connections Heal - Stories from Relational-Cultural Therapy, Chapters 9 and 3
- Reed - Beyond Diversity and Towards Social Justice
- Jennings, Sovereign - Nine Ethical Values of Master Therapists
- Wing-Sue, D. (Ed.), Microaggressions and Marginality, Manifestations, Dynamics and Impacts, (pp.1-21), John Wiley and Sons, Santa Barbara, California.
- Cardemil, E. V., & Battle, C. L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. Professional Psychology: Research And Practice, 34(3), 278-286.

Recommended:

Evans, G. W. and Kim, P. (2013), Childhood Poverty, Chronic Stress, Self-Regulation, and Coping. Child Dev Perspective, 7: 43–48.

October 9 - Class 10 (A)

Assessment: Intervention Planning and Self Psychology

Julie Ribaldo presents

(Scott doing Character Dev. II with Julie Ribaldo's class)

Readings:

Cooper and Lesser, Chapters 6, 7

Konrad, S. C. (2013). Child-Centered Assessment, Child and Family Practice: A Relational Perspective

October 23 - Class 11 (M)
Multicultural Practice/Preparing for the Practitioner Role

October 23 - Class 12 (A)
First Simulation Session

October 30 - Class 13 (M)
Treatment Planning/Goal Setting

Readings:

Text, Chapter 12

October 30- Class 14 (A)
Core Intervention Strategies: Focusing on Motivation and Solutions
(Rich Tolman presents)

Readings:

Text, Chapter 13, 17, 18 (These chapters serve for the "intervention" classes, classes 14-17.

Solution Focused Therapy Manual

November 6- Class 15 (M)
Core Intervention Strategies/Cognitive Behavioral Approaches

Readings

CANVAS

- Hayes, P., (2014), Guidelines for the implementation of culturally sensitive cognitive behavioral therapy among refugees and in global contexts Perspective on the Adaptation of CBT across Cultures, Australian Psychologist, Volume 49, Issue 1
- Epp, A., Dobson, K. (2009). Chapter 8; Applications of Individual Cognitive-Behavioral Therapy to Specific Disorders: Efficacy and Indications in Textbook of Psychotherapeutic Treatments, Arlington, VA: American Psychiatric Publishing.

November 6- Class 16 (A)
Child Therapy
Julie Ribaldo
(Scott does CBT for Julie Ribaldo's class)

Readings:

- Konrad, S. C. (2013), Chapter 5, Therapeutic Conversations with Children
- Review Genogram symbols, check Class 17 (in CANVAS), "Genogram Details"
- Taffel Chap. 2 – First Meeting – Getting Teens to Talk (**not required**)
 Chap. 3 – *The Foundation – What's Necessary to Build a Helping Relationship with Teens* (**not required**)

November 13 - Class 17 (M)

Family, Transgenerational, and Multi-Systemic Approaches I

Readings (All readings for Class 17/19 are included in the "Files" section of CANVAS for Class 17. The Outline for both classes is also included for Class 17)

Kerr, M. E. (1988, 09). CHRONIC ANXIETY AND DEFINING A SELF. *The Atlantic*, 262, 35-37,40-44,46-48,50-58,4.

Brown, Neil D., & Samis, Michelle D. C. (1986/1987). The Application of Structural Family Therapy in Developing the Binuclear Family. *Mediation Quarterly*, no. 1411 5, 5 1 -69

Goldenberg, I., Goldenberg, H. (2000), Chapter 1, Adopting a Family Relationship Framework, and Chapter 2, Family Development: Continuity and Change, In *Family Therapy: An Overview* (pp.3-43), Wadsworth/Thomson Learning, Belmont, California.

Text - Chapter 10

PLEASE NOTE: THERE ARE TWO UPLOADS IN CANVAS FOR TODAY WHICH GIVE VERY SPECIFIC INFORMATION ABOUT CREATING YOUR OWN GENOGRAMS - ONE GIVES SPECIFIC DIRECTIONS ABOUT INCORPORATING MULTI-CULTURAL INFORMATION

November 13 – Class 18 (A)

Simulation 2

**Nov. 20 - Class 19 (M)
Family Therapy Simulations**

Readings

Halevy, J. (1998) Genogram with an Attitude. Journal of Marital and Family Therapy, Volume 24, N. 2.

Text, Chapter 15

Nov. 20 - Class 20 (A)

Family Therapy: Child/Parent Psychotherapy
(Julie Ribaudo presents)
(Scott doing Family I for Julie Ribaudo)

Readings

Factors that Support the Use of Child–Parent Psychotherapy as an Intervention for Child–Parent Dyads Exposed to Pediatric Medical Traumatic Stress

Ghosts in the Nursery - Selma Fraiberg

Byng-Hall, J., The Crucial Role of Attachment in Family Therapy, The Association for Family Therapy 2008. Published by Blackwell Publishing, 9600 Garsington Road, Oxford OX4 2DQ, UK and 350 Main Street, Malden, MA 02148, USA. Journal of Family Therapy (2008) 30: 129–146

Lieberman, Angels in the Nursery

Nov. 27 - Class 21 (M)

Narrative and Relational Psychotherapy
(Julie Ribaldo)
Scott doing Family II for Julie (1 & 1/2 hour)

Readings

Cooper and Lesser, Chapters 8 and 11

November 27 - Class 22 (A)

Simulation 3

December 4 - Class 23 (M)
Mindfulness Interventions/Processing Simulations

Readings

<https://positivepsychologyprogram.com/mindfulness-based-stress-reduction-mbsr/>

No outline for today since lecture is fairly simple

December 4 - Class 24 (A)
Group Therapy Lecture
(Rich Tolman presents)
(Scott doing Family I for Rich's class)

Readings

Text, Chapters 11, 16

Alternative Readings (if you want a break from the text) - on Canvas

Toseland, R. W., Jones, L. V. and Gellis, Z. D. (2004). Group dynamics. In C. Garvin, L. M. Guitierrez, and M. J. Galinsky (Eds.). Handbook of Social Work with Groups. New York: Guilford. Pp. 12-31.

Jacobs, E. E., Masson, R. L, and Harvill, R. L. (2009) Group counseling. Strategies and skills. Chapter 5. Getting started: The Beginning Stage and Beginning Phase. Pg. 85-120.

December 11 - Class 25 (M)
Group Therapy Role-plays
(Rich Tolman presents)
Scott does Family II for Rich's class

December 11 - Class 26 (A)
Termination and Self Care

Readings

Text, Chapter 19

CANVAS: Child Therapy: Termination

Course Assignments

In all assignments, you will be graded on:

- **Meeting parameters of assignment**
- **Clarity of thought,**
- **Effort/ability to self-reflect,**
- **Demonstration of social work values related to empathy, strengths-based thinking, and client dignity,**
- **Insightfulness and clinical acuity (since this is a clinical course, this is the area that tends to differentiate "A" papers from others)**
- **Integration of reading materials into paper (if asked to reflect on the Readings)**
- **The ability to discern which aspects of use of self would be important in assessment or intervention**
- **Writing Skill – clarity, coherence, organization, citation (if necessary), grammatically strong - If you choose to cite a source for one of your papers, please use APA 6th edition style citation. Please be aware that I will deduct points for poor writing skills including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing assistance.**

GRADING

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of a number of points - the process of working with others, who you are in the work (i.e. what appear to be strengths and challenges for you), themes that arise in IP work, writing and communication skills, etc. **If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!** If I help you deepen your understanding of something, that is helpful for me to know too.

In the spirit of a lab experience that encourages you to stretch and develop, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. Everyone starts with 95 points. Students can lose points by not doing acceptable work and not participating at an acceptable level.

- I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1st assignment that I judge as unacceptable. You may then resubmit the assignment in acceptable form for credit. If not returned, you will get no credit for the assignment. You will lose 2

- points for the 2nd unacceptable assignment and 3 points for the 3rd unacceptable assignment and so on.
- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week late. Longer than that, no credit will be earned for the assignment.
 - If an assignment is more than one week late, it will still be graded but will not receive comments.
 - If an assignment is revised, and it is acceptable, you will receive full credit but there will not be additional comments
 - Lose 1 point for a missed class. Upon 3rd absence, 5 point deduction for each absence (including the 3rd).
 - Unauthorized use of phones or laptops deduction of 1 point per occurrence.

Grading Scale:

98-100 =A+; 94-97 = A; 93= A-
91-92 =B+, 88-90 =B, 86-87 =B-
86= C+; 83-85= C;80-82= C-
Below 80; not passing

GENERAL NOTE:

The DSM 5 is available online: <http://www.psychiatryonline.com.proxy.lib.umich.edu/>

You will need to sign in on the library website if you try and access the DSM when you are off-campus.

Please keep in mind that these assignments are for 2 classes, both 521 and 511.

Character Descriptions and Snapshots (Due: Oct. 2)

Please answer the following questions - no longer than 1 page (this should be single spaced).

Demographics - age, preferred pronoun, work/education status

Presenting Problem

Possible DSM V diagnosis

Ways client identifies

Important and relevant family information

Important and relevant Life circumstances

2. Please describe each of your snapshots in no more than 4-5 sentences.

Assignment 1: Developing your client character (5-7 pages double-spaced)

Due: Oct. 16 (no class this day, still due at 9am)

In this initial reflection, consider what you have learned during the actual process of developing your character.

1. Please answer the following questions - no longer than 1 page (this should be single spaced).
 - a. Demographics - age, preferred pronoun, work/education status
 - b. Presenting Problem
 - c. Possible DSM V diagnosis
 - d. Ways client identifies
 - e. Important and relevant family information
 - f. Important and relevant Life circumstances

2. Please upload the video that you developed on the second client development day.
3. Detail and discuss the sources that you used to develop your client/character - memoirs, movies, clinical articles, etc Please be specific about this, referencing at least 3 current articles that explore/examine either a DSM diagnosis or set of life circumstances which are relevant to your client/character. Also, please be precise in connecting which examples from your articles, memoirs, etc influenced and were useful in character development.
4. Consider what you have learned about your character from the classroom exercises and your answers to the questions on the LifeScript/AAI and Gotham forms, paying particular attention to issues of privilege and oppression.
5. Incorporate a discussion of what personal and professional experiences you called upon to develop your client/character, both respecting client confidentiality and only sharing personal material that you feel comfortable sharing. We certainly welcome the kind of personal reflection that helps you to integrate how this character exploration impacts you in your personal and professional lives.

Assignment 2: Processing Simulated Sessions via Annotation

Annotation of 1st Session: Due: (Oct. 30)

Practice Focus: Assessment

Clinical Focus: Empathic Responding

- Identify a block of video that illustrates a positive portion of your work with the client
 - Put a comment at the start that says “High water mark begin”
 - Put a comment at the end that says “High water mark end” and discuss how that segment represents effective practice skills.
 - What strengths do you identify in this portion of the video (This should all be incorporated into one annotation at the END of this segment. Label this annotation - “High water mark summary”)
- Identify a 5-10 minute block of video that illustrates a a point of difficulty or less effective practice with the client
 - Put a comment at the start that says “Low water mark begin”
 - Put a comment at the end that says “Low water mark end” and discuss how you might have improved on that segment.
 - What areas of improvement do you identify in this portion of the video - set 3 goals for yourself that you can reflect upon when you do your second simulation. Include these in an “annotation” at the end of your first video annotation (This should all be incorporated into one annotation at the END of this segment - Label this annotation - “low water mark summary”)
- at least 10 examples of interview techniques used (see Lecture Notes, Class 2, Text, Chapters 5, 6.)
 - Label the technique you used
 - Discuss how effectively you used it—could be a star or a wish

At the end of your first video annotation add annotations for the following:

- **Label Annotation: EMPATHIC RESPONDING:**

Does your client feel UNDERSTOOD by you? Why do you think this is or is not the case?

Do your responses accurately reflect the emotional nuance of the client’s communications

Do you use voice and intensity of expression to reflect a finely attuned understanding of the client’s moment by moment experiencing

Do you connect current feelings to previous expressions or accurately identify patterns

How well did you address issues of privilege, oppression or identity?

Annotation of 2nd session:

Due: (Nov. 20)

Practice Focus: Treatment Planning and Goal-setting

Clinical Focus: Collaboration and Partnership

- Identify a block of video that illustrates a positive portion of your work with the client
 - Label the start: "High water mark begin"
 - Label the end: "High water mark end"
 - Create an annotation labelled - "High Water mark end summary" that discusses how this segment represents effective practice skills and the strengths you brought to the segment.

- Identify a 5-10 minute block of video that illustrates a a point of difficulty or less effective practice with the client
 - Label the start: "Low water mark begin"
 - Label the end: "Low water mark end" and discuss how you might have improved on that segment.
 - Create an annotation labelled - "Low Water mark end summary" which identifies areas for improvement in this particular segment

- Throughout the entirety the video, mark at least 5 examples of interactions when you are actively collaborating with your client, seeking client wisdom, client perspective

- Throughout the entirety of the video, use the following labels to highlight work on the goals you set after your first client simulation session
 - "Progress"-to show where you made some progress on your interviewing goals.
 - "Needs Improvement" to highlight a place where you see need for some improvement. Give explanations at those annotations.

- At the end of the annotation, add four annotations with the following labels:
 1. Partnership and Collaborations- Did you acknowledge client courage, perseverance, success? Does the Client FEEL this acknowledgment from you?

2. Key insights--What key things did you learn by comparing and contrasting the two interviews?
3. Goals for next session--What goals do you have for your interviewing skills in the next session?
4. How did issues of privilege or oppression, and identity impact your relationship

Annotation 3: Due: (Dec. 4)

Practice Focus: Intervention

Clinical Focus: Deepening Partnership

- At the start of the video, create an annotation labeled: Intervention Plan. Briefly describe the intervention plan you had for this session. Briefly describe what you actually did if it differed from the plan?
- Identify a block of video that illustrates a positive portion of your work with the client. Label the start: "High water mark begin." Label the end: "High water mark end" and do a summary annotation where you discuss how that segment represents effective practice skills.
- Identify a 5-10 minute block of video that illustrates a a point of difficulty or less effective practice with the client. Label the start: "Low water mark begin." Label the end: "Low water mark end" and do a summary annotation where you discuss how you might have improved on that segment.
- Throughout the entirety of the video, mark at least 10 examples of interview/intervention techniques Label them with a descriptor of the interview or intervention technique used e.g. open-ended question, disputing dysfunctional thoughts, miracle question.
- Throughout the entirety of the video, use the following labels to highlight work on your interviewing goals:
 - "Progress" -to show where you made some progress on your interviewing goals.
 - "Needs Improvement" to highlight a place where you see need for some improvement. Give explanations at those annotations.
- At the end of the video, add annotations with the following labels:
 - Intervention effectiveness: Overall, how effectively you implement the session?
 - Plan for next session: What would be your plan for your next session?
 - Plan for ongoing work: What would be your plan for ongoing work with this client?
 - How would you continue work on current goals?
 - What other or new directions might be explored?

- What additional interventions might be tried (e.g. group, family, other models, etc.)
- Overall engagement: Overall, how well did you engage the client, contribute to the client's motivation, and help them set appropriate goals?
- Client empowerment: Describe your efforts to address power dynamics in your work? What did you do to balance power of worker role? What did you do maximize client empowerment?
- Ethical issues: What ethical issues, if any, arose in your work with this client? How were they addressed? How did issues of privilege or oppression, and identity impact your relationship?

Assignment 3: Writing a Professional Assessment

(Due: Nov. 27)

Part 1: Write an assessment of your simulated client, using the assessment outline we used in class during the first Assessment lecture for "Class 3." That form and a sample assessment paper ("Valerie, example assessment") are available in the "Files" section for Class 3. Please do this in no longer than 4 single-space pages. You do NOT need to use the same level of detail as in the "Valerie" example - the example should, however, make clear how to respond to all the areas that you are expected to cover in the assessment.

And, please incorporate an Intervention Plan:

Three beginning goals with two objectives each (note that the objectives should assist in achieving goals)

What intervention techniques, models will you apply in the third session?

- Specify what model you chose and why you think it's appropriate for this client at this time.
- Give some detail about how you plan to implement the intervention in the session (but beware that you may have an agenda in mind that does not fit where your client is for that session, so don't feel wedded to your agenda)

A Guide to Writing your Assessment:

Before beginning to write, it is important to reflect on what you have learned about your client:

- Examine risk and protective factors

- Explore connections among factors with awareness of which ones are obvious or based on facts and which are more speculative and hypothetical (i.e. A Logical Educated Guess (LEG) – do you have a LEG to stand on?)
- Write the case formulation in narrative/story form using the steps above
- Edit for clarity and objectivity
- In the clinical case formulation summary:
 - Avoid statements that might be offensive to the client and/or family
 - Emphasize strengths and vulnerabilities/challenges related to the presenting issues
 - Address the various domains noted (Biological, Psychological, Social, Relational, and Cultural/Spiritual)
 - Stay descriptive vs. evaluative
 - Make sure recommendations are clear, concise and practical
 - Be brief

Part 2: Reflection and integration

In 2-3 double-spaced pages, and in narrative form, reflect on the experience. Some questions to guide you (but you are not limited by them):

- What skills did you use to form an alliance – what was the result?
- What experiential, cultural or spiritual values may have colored your perspective?
- What areas of transference or countertransference might you anticipate?
- What reactions did you have to the process, the client, the content and/or the assignment?
- What are your key take-aways or “aha’s” from this assignment

Assignment 4: Final Reflection (Due Final Day of Class)

A. Client Role Reflection

What did you learn from the client role?

- From the client life you simulated
- About intervention
- About yourself
- Please be sure to share any concerns or difficulties you experienced in carrying out the simulation as a client.

B. Practitioner role reflection

- In what ways did the simulated client work in specific, contribute to your development as a social worker this semester?
- What issues arose for you as a practitioner that contributed to how you managed your relationship with this client? How did social identities impact your work with this client?

C. Lab overall

In what ways did the lab overall contribute to your development as a social worker this semester?

Looking back on the entire semester, what are your stars and wishes for the 511 methods lab experience:

- Focus on what you did and what you could have done to make it a good learning experience for yourself
- Focus also on what your peers and your instructor did and could have done to make it a good learning experience for you.
- How did this class integrate with your other class work for the semester?
- Any other final reflections